

Laura Terrill

Planning for Learning

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

April 2015

Key Slides	
Powerpoint Handout	
World Readiness Standards	World-ReadinessStandardsforLearningL... Details Download 148 KB
ACTFL Proficiency Guidelines	ACTFLProficiencyGuidelines2012_FINAL... Details Download 219 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL-ACTFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Thematic Unit - Living in the City	Living in the City.docx Details Download 30 KB

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Interpersonal Mode

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Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication....

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is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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What percentage
of your grade is
allocated
to interpersonal
(unrehearsed)
communication?

<http://www.iuckr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Communicatively Purposeful?

6

More Traditional Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

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Asking Questions

7



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Raise the proficiency level

8

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

9

Create a sentence that combines the ideas in both images.



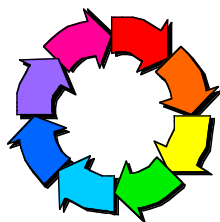
1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level.....

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1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

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What's different? Teach Circumlocution.

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Develop the Role Play

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Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

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Petit déjeuner ou déjeuner? *Breakfast or lunch?*

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Structured Debate

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Imagine their lives.
Where would you rather live and why?



What might cause you to change your mind and why?

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Student Can-do's

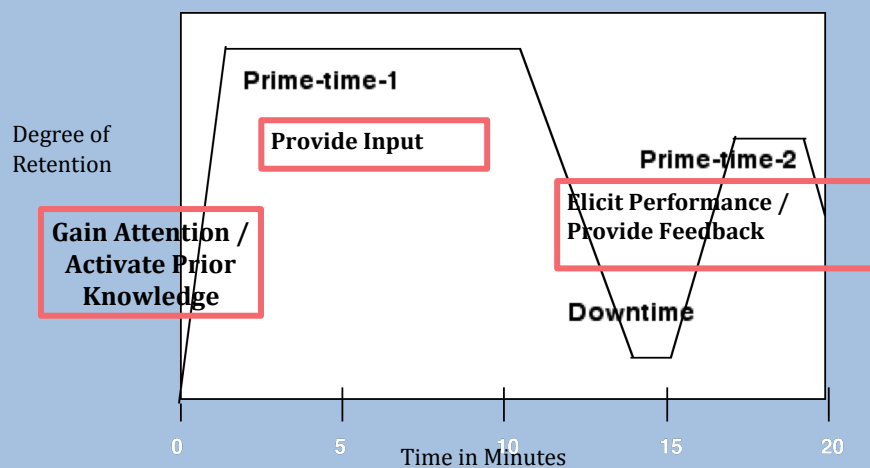
16

I can	Yes	With some help	Not yet
Identifying places in a city			
Asking for and following directions within a city			
Describing places in a city			
Expressing preferences with reasons about what cities to visit			
Making comparisons between cities in the US and cities in France			
Identifying places in a city			

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Primacy-Recency

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Adapted from Sousa

Key Lesson Planning Question

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What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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Setting Lesson Goals

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- Video p. 112
- Bell ringer
- Act. 1 p. 14
- Exprimons-nous p. 114
- Act. 4 p. 115
- Comparisons p. 123
- Reading p. 136
- Numbers to 60
- Homework

What are the
goals
for today's lesson?

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Setting Lesson Goals

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- Video p. 112
- Bell ringer
- Act. 1 p. 14
- Exprimons-nous p. 114
- Act. 4 p. 115
- Comparisons p. 123
- Reading p. 136
- Numbers to 60
- Homework

- **Name** places that are found in / near cities

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Lesson Goal

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Function(s):

Name places that are
found in/near cities

Structure(s):

there is/there are
indefinite articles

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Reflection

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What were learners able
to do as a result of the
lesson that they couldn't
do at the start of the
lesson?

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Bringing the pieces together....

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Getting the most out of a text

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- What might you do as an **interpretive** task?



- What **interpersonal** conversation do you imagine students having with others?



- What might students do in the **presentational** mode?

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What is the ideal city?

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What makes Angers special?

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Géocaching au Moyen-âge, cap ou pas cap ? (1)



Cette cache a été mise en place par l'Office de Tourisme d'Angers avec l'aide de www.geocaching.com

GC466VN

Difficulté :

★★★★

Taille de la cache :

▼▼▼▼

Durée :

parcours d'environ 1 heure

Matériel :

1 GPS Rando ou Smartphone avec application GPS « twoNav »
1 objet de valeur équivalente à celui que vous trouverez dans la cache

Attributs :

🅅 24/7 📶 📶 📶 📶 📶

🅅 parkings (payants) Place Kennedy et Place de l'Académie

Ce parcours est déconseillé aux personnes à mobilité réduite ou avec des poussettes.



N'oubliez pas votre appareil photo et laissez vos témoignages (sans révéler les secrets du parcours) sur la page Facebook « Offices de Tourisme Angers Loire Valley » ou + d'infos sur notre site www.angersloiretourisme.com !



WEEK-ENDS & SÉJOURS

Se détendre, s'évader,
s'émerveiller le temps
d'un week-end ou de
quelques jours !



RESERVER



Le circuit cycliste Sarthe-Pays de la Loire sera de retour à Angers le 8 avril. (Photo: Thierry Bonnet/archives Ville d'Angers)

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Boxe, natation, cyclisme, athlétisme, tennis... un beau programme s'annonce pendant le printemps à Angers, avec de nombreux événements pour tous les amateurs de sport.

Gain Attention/Input

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Une journée à Angers



Students list words and phrases they associate with the images.

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Y a-t-il....? Il y a ou il n'y a pas de.....?

Is there? There is or there isn't.....

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Comment est Angers?

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J'y vis depuis que j'ai 18ans, (et j'en ai 43)
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
 voilà ce que je peux te dire..
 Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Comment est Angers?

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I have been living here since I was 18 years old, (and I am 43)
 It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
 To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
 this is what I can tell you ..
 Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Proof for	Proof against
Clo a 18 ans. (<i>Clo is 18.</i>)	<i>Clo a 43 ans.</i>
On peut faire les magasins. (<i>You can shop.</i>)	
Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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D'après Clo, qu'est-ce qu'il y a à Angers?
According to Clo, what is there in Angers?

VEGAN

95% DES GENS
NE MANGERONT PAS DE VIANDE
PLUS, NOUS VIVONS TOUS PLUS LONGUEMENT
L'AMÉRIQUE

Végétal

VIVRE SANS MANGER LES ANIMAUX
Quelques raisons et informations pour vous en rendre compte, plus respectueux de l'environnement et meilleur pour la santé.

RESTAURANT LE RANCH GRILLADES

POUTINES
(Plat traditionnel du Québec)

CLASSIC MOOSE, Le classique : frites avec sauce brune et 3 fromages fondus	8.50 €
ROSEMARY CHICKEN, Le Classic Moose avec du blanc de poulet grillé	11.00 €
ITALIAN, Frites, 3 fromages fondus, jambon fumé, saucisses, champignons, sauce Alfredo rouge, et du parmesan	13.00 €
MONTREAL SMOKED MEAT, Le Classic Moose avec de la viande fumée et oignons sautés	12.50 €
THE QUEBEC, Frites, 3 fromages fondus, bacon, oignons rouges et sauce bolognaise	11.00 €
VEGETARIAN, Frites, 3 fromages fondus, légumes frais, champignons, et sauce Alfredo rouge	10.00 €
CHEF, Le Classic Moose avec steak haché, oignons sautés et champignons	11.00 €

RESTAURANT LE MAROC

EL SOMBRERO

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Elicit Performance/Provide Feedback

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Quick Write



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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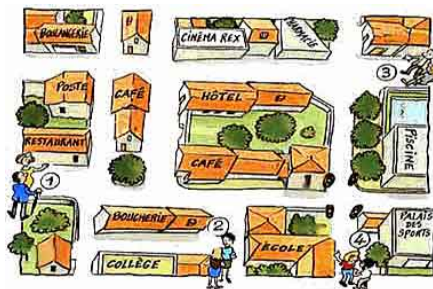
Suivre une direction

Où est-ce qu'ils veulent aller ? Lisez les indications et trouvez les destinations.

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1. - Pardon, madame - pour aller à la/au , s'il vous plaît ?- Alors, vous continuez, vous passez devant la boucherie, là, puis vous continuez toujours tout droit jusqu'au feu. Là, vous tournez à gauche. Vous allez tout droit, vous traversez une rue. Elle est là, au coin de la prochaine rue, sur la gauche.

la banque
le cinéma
la pharmacie
la poste
le café
un feu
la boulangerie



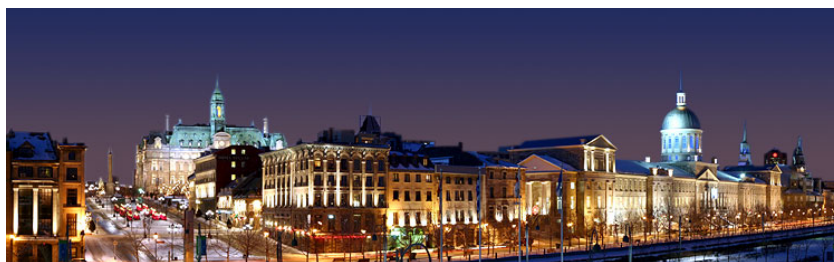
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Les dix plus belles villes du monde

http://ma-planete.com/blog/view/id_33237/title_LES%20DIX%20PLUS%20BELLES%20VILLES%20DU%20MONDE/

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10. **Montréal** figure souvent parmi les listes des villes les plus romantiques de la planète. Pour les Américains surtout, **Montréal** représente un heureux mélange de charme européen et de culture nord-américaine. Pour les sorties en tête à tête, au restaurant, dans un bar ou au concert, **Montréal** n'a pas son pareil.



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Global Challenges: Food and Hunger What is hunger?



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Gain Attention

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Students list words and phrases they associate with the images.

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Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

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Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner, teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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Elicit Performance/Provide Feedback

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Process:

Retell the story by writing true statements about each image.



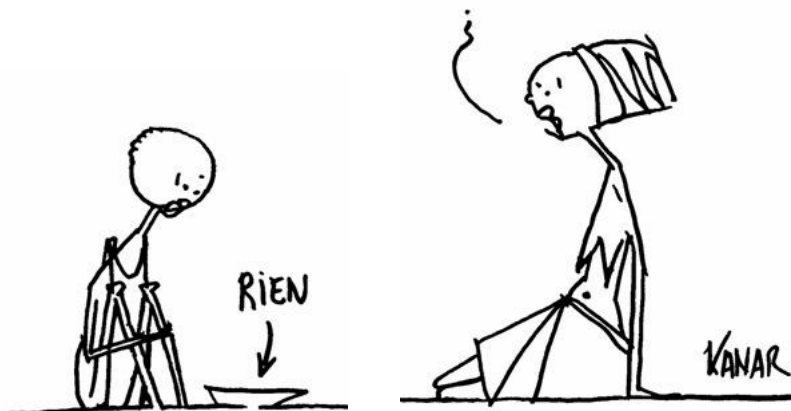
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Working with video - vocabulary

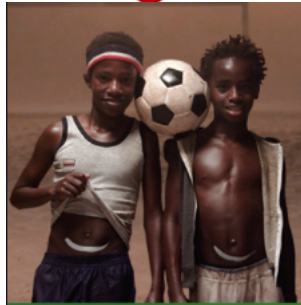
44

- Show the video without images or show the video without sound.
- Ask students to list words and phrases they think they will hear based on the images
- Alternatively, show images and ask them to predict what the song is about based on the images.

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What is it about?

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Shakira – La La La

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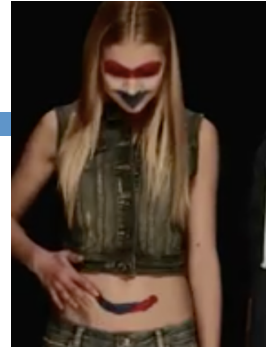
Consider the symbolism

47

Tackle one at a time...

- Use of color vs black and white
- Animals
- Flags
- Smiles
- Drums
- Soccer Ball

Ask for reasons or offer choices
that suggest reasons.



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Shakira

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What do you know about Shakira from the song?
How do you know it?



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Letra – cloze activity

What words would
you leave out?

49

Toda mi vida, fue así
Yo a ti te busqué
Hasta que llegaste
Con esa boca que Dios te ha dao
Ni obligada, podría dejarte
Las ganas de ti, me devoran
Los segundos de todas las horas
Tus dos luceros son los que quiero
Sin tus ojos azules me muero
Ven y bésame mucho
El mundo no importa
La noche comienza
No no no pares ahora

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Cloze Activity

Drop words that are known and obvious from context.

50

La la la la la
I dare you
Feel how the planet's
Become one
Beats like a drum
To the same rhythm
Hear the whistle
Kick the ball
The entire world
Soars like an eagle
In Rio we play
Like we dance

Word bank

(only if necessary)

drum
eagle
you
kick
dance

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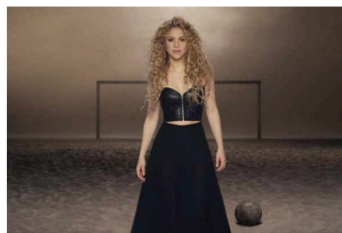
Shakira's "La La La" Celebrates World Coming Together, Supports School Meals

23 May 2014

What happens when Shakira and Activia join forces to support WFP? Transformational programmes receive much-needed funding, and thousands of people hear about it for the very first time.

Providing funding, raising awareness

When Shakira and Activia, one of the world's largest yogurt brands, teamed up to make the music video for "La La La (Brazil 2014)," they wanted to celebrate the world coming together. But that is not all; using the music video, they wanted to shine the spotlight on WFP's [School Meals Programme](#) – one of the many ways WFP and our partners are building a world with zero hunger.



Shakira and Activia are helping build a world with zero hunger. With the launch of the music video 'La La La', they are shining the spotlight on WFP's School Meals Programme. [Click here](#) to watch the video and learn more.

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Homework or silent in class reading for cognates..... summarize in English, focused discussion in Spanish

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Hambre Mundial

Hoy en día 870 millones de personas sufren de desnutrición en el mundo. Eso significa que una de cada ocho personas no tienen alimentos suficientes para estar saludable y llevar una vida activa. De hecho, el hambre y la desnutrición son el principal riesgo para la salud en todo el mundo - más que el SIDA, la malaria y la tuberculosis juntas.

Entre las principales causas del hambre están los desastres naturales, los conflictos, la pobreza, la pobre infraestructura agrícola y la sobreexplotación del medio ambiente.

Además del hambre que se siente cuando se tiene el estómago vacío, también existe otro tipo de hambre: el hambre oculta. Ésta es producto de la deficiencia de micronutrientes y hace a las personas más susceptibles a

El hambre no sólo repercute sobre el individuo, sino que también impone una carga económica para el desarrollo global. Los economistas estiman que un niño cuyo desarrollo físico y mental ha sido atrofiado a causa del hambre y la desnutrición, puede dejar de recibir entre el 5-10 por ciento de la totalidad de sus ingresos de vida.

Entre los Objetivos de Desarrollo del Milenio que la Organización Naciones Unidas ha establecido para el siglo XXI, encabeza la lista la reducción a la mitad de la proporción de personas que padecen hambre. A pesar que se logró un buen progreso en la reducción del hambre crónica en la década de 1980 y la primera mitad de la década de 1990, los

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Go to website....

Have students figure out number.....

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4,201,362

nutritious school meals have already been provided to kids thanks to Shakira, Activia and people like you. Help us keep the momentum going!

Just \$5 feeds a child in school for a month

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La Fundación Pies Descalzos fue fundada en Barranquilla, Colombia a finales de los años 90. Shakira, con tan solo 18 años, decidió centrar sus esfuerzos en mejorar la educación, nutrición y salud de la niñez más vulnerable. La Fundación ofrece programas de apoyo a los niños y sus familias ofreciendo soluciones reales que no solamente mejoran la calidad de sus vidas sino que también les garantiza su derecho a una educación de calidad, que va a determinar su crecimiento y su éxito en la sociedad.

[Facebook](#) / [Twitter](#) / [Instagram](#) / [YouTube](#)

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Presentational Writing

55

Students write summary of video, retelling the story in simple sentences.

- Shakira sings.
- She likes soccer.
- She is Colombian.
- There are soccer players, animals.
- A little boy plays soccer, etc.

Students work in pairs or groups to add a verse to the song, change the chorus, etc.

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Interpersonal

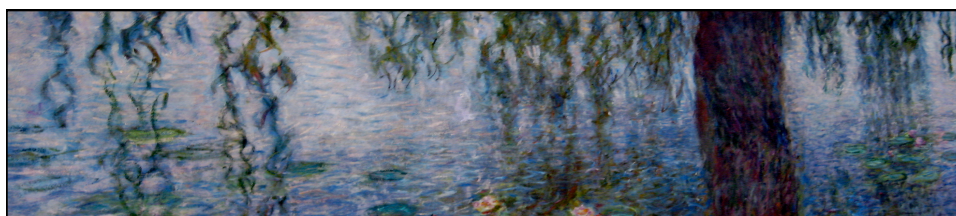
56

- Students pair to discuss the song, soccer and Shakira. They comment on things they like and don't like with regard to the video, favorite parts, etc. They give their opinions about soccer and/or other sports. Finally, they comment on Shakira and share information they know about her.

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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- Lyrics:
<http://www.dicelacancion.com/letra-la-la-la-shakira>
- Philanthropy
<http://www.shakira.com/philanthropy>
- World Food Program
<http://cdn.wfp.org/2014/shakira-give-school-meals/>
- US Weekly – Article about song
<http://www.usmagazine.com/entertainment/news/shakira-la-la-la-brazil-2014-son-milan-video-2014225>

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